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GRADUATE SCHOOL

CONTINUING EDUCATION
FOR THE FEDERAL
COMMUNITY

Newsletter

U. S. DEPT. OF AGRICULTURE
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June 19, 1967

CALENDAR OF EVENTS

JUL 10 1967

September 8, 1967

CURRENT SERIAL RECORDS

Tentative Date for the Annual
Faculty Dinner

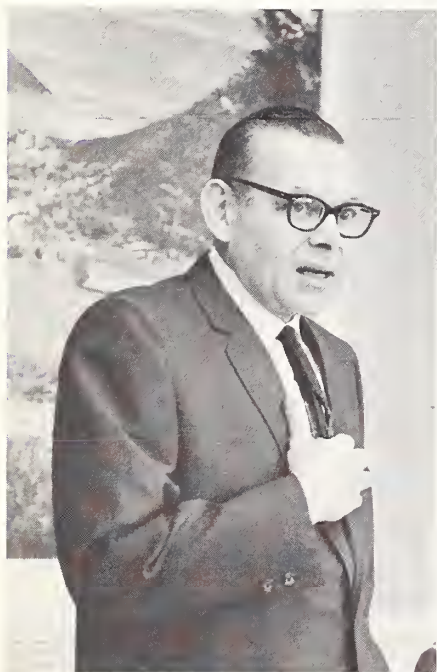
Note: There will be no monthly Faculty Luncheon in July or August

THE CREATIVE APPROACH TO LEARNING

"Fragmentation--artificial separation of subject matter--specialization--these are creating problems in education rather than solving them."

So declared Benjamin Abramowitz in speaking on "The Creative Approach to Learning" at our June faculty luncheon.

Mr. Abramowitz, who teaches a Graduate School course in creative painting, commended the Graduate School approach to education because it deals with matters of concern to the students.



"A child--or an adult--learns on the basis of his needs," he observed. "Education must start with the problems of the student--for the end of education is not knowledge, it is thinking. Knowledge is just a tool for that purpose."

Mr. Abramowitz deplored the "traditional" approach to education which insists that the student simply "appropriate" material supplied by the teacher. He cited this as a reason for difficulties in education encountered in today's schools--and with today's young people. "They just don't see any relationship to their own concerns," he pointed out.

"There is no such thing as sugar-coating knowledge," he said. "The teacher must always look to a modification of his material so that the information is of concern to the student."

"Creativity," he added, "expands the relationships that exist in any material. There must be a continuity in materials presented--because there is no real separation between subject areas--or between social and personal interests."

"True education is not specialized--that's training. Education should stress the process, not the product--it must be open ended, provide for participation and fluidity."

"We need a new fusion between mind and spirit in education--we need to break down the x 4,000 courses universities now offer and provide continuity of education--we need to reach for a social sense in education."

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MODERN LEARNING CENTER

Stimulated by advice from our committee members and advancement in new educational methodology, the Graduate School, in the Fall of 1965, converted its Reading Improvement Center to a combined Reading Improvement Center and a Modern Learning Center. The location is Rooms 418W and 419W of the Administration Building of the United States Department of Agriculture at 14th and Independence Avenue.

The purpose of the Modern Learning Center is to utilize new learning methods, such as programmed instruction, in providing better educational opportunities for our Federal employees.



Alma Palmore of the Graduate School Staff lends a helping hand to Mr. Matthew F. Lynch, one of 343 students who have participated in automated instruction at the Center.



The Effective Management instructor, Henry Herrell, conducts an orientation session with Center participants.

Students have ranged from GS 4 to GS 17, and their response has been most gratifying. Since the Center's initial offering, over 800 students have completed our programmed instruction courses.

These courses include the use of programmed learning materials, tape recordings, films, teaching machines, coaching by experienced practitioner teachers supplemented by a dedicated and helpful staff.

Some of our instructors who have helped make these new offerings a success are: Henry Herrell and Clare Hendee in Effective Management, William Kibler in Basic Statistics, Gary Bearden and Elgin Fry in Computer Programming, Dr. Michael Pallansch in Chemistry, and Loreen De Metro and Paul Barlow in Career English and Listening.

Some of the courses currently being offered by the Center are:

CAREER ENGLISH SERIES: An Eight-Part Course in English, this is designed to increase the effectiveness of students or trainees in the English communicative skills. It includes a thorough review of grammar plus punctuation and writing.

COMPUTERS: A Four-Part Course in Programming, this will prepare a student or trainee to grasp the details of any specific computer and to commence practical work. It assures an actual programming capacity in order to complete the course.

EFFECTIVE EXECUTIVE PRACTICES: A Six-Part Course in Management Training, this is designed to introduce the manager to the newer concepts of managerial science as well as to improve his skills through review of time-tested techniques in effective management.

BASIC STATISTICS: This program explains and examines the basic principles upon which statistical techniques are based. The general topics covered are fundamentals of statistics, errors, accuracy and approximation; charts for named categories of data; time series; and observation for values of a variable.

EFFECTIVE LISTENING: A one-day program with audio presentation designed for anyone whose activities require that he capture spoken content. Through directed practice in the classroom, the participant develops and retains the skills to quickly understand and summarize any oral message. An improved listening skill of 140% is typical plus a broader understanding of listening within the communication process.

SUMMER STUDY SKILLS: This Special Study Skills Summer Session is designed to offer college-bound students an opportunity to sharpen their basic skills (reading, writing, listening, and note-taking) before entering or returning to college in the Fall.

PRINCIPLES OF CHEMISTRY: This is a programmed course that covers material equivalent to two semesters of college chemistry. Dr. Pallansch meets every other week with his students and feels that this method of learning saves the instructor time for personal consultation and provides a more meaningful learning experience for the student.

This fall the Center plans to offer an Education Systems Design Program. This is in response to the suggestion made by our committee at their last meeting. For further information about the Center contact Dee W. Henderson on Code 111, extension 3247 or DU8-3247.



Our Effective Management Instructor, Henry Herrell and Basic Statistics Instructor, Bill Kibler chat with Dee Henderson, Supervisor of the Center

FACULTY NOTES

A. Reza Arasteh, surely one of the most, if not the most, prolific of our Graduate School faculty members, has come out with another book--"Teaching Through Research." Published by E. J. Brill, the book is designed to facilitate the work of college social science teachers in less-developed countries. It aims at (a) combining social research with teaching so that the scientific habit will be cultivated within the social sciences, and (b) furthering social science techniques in societies where research in this field is just beginning.

John B. Holden
John B. Holden, Director